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overbalance the advantages gained. Pupils can hardly get any conception of the subject as a whole, or the relation of its parts, when their knowledge comes so haphazard; the aid to memory which system gives is lost. In physics, the first lesson is on the refraction of light and magnetism. These subjects interest children to be sure, but most children take a laudable satisfaction in taking up a subject in a logical, systematic way, though this may not be their own way.

"All breadth and no depth" may do very well for training observation, if the superficiality does not lead to wrong deductions. It is not depth but complexity, which bothers a child. Because self-observation is good, telling children what they cannot find out themselves will not necessarily lead to credulity, and may prevent shallow intellectual egotism. It is the teacher's task, by analogies and everything available, to make the difficult easy and the obscure plain.

Since a common school study of science is often the only study of it which our future citizen has, it is incumbent upon a course to teach them certain important facts as well as to train their faculties. The discussion of digestion and the organs concerned is an example of the omissions by the author, while a vast amount of unimportant information is being considered.

If these are weak points in Mr. Jackman's book, they do not vitiate its strong points. Mr. Jackman's scientific methods of training the pupils to observe, observe, observe, everywhere and anywhere, could be used with a more systematic arrangement of matter; and by increasing the information given by the teacher a more thorough and profound knowledge would be inculcated. In whatever way this book is used it can hardly fail to be of great value to any elementary science teacher by way of inspiration and suggestion.

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*Let Him First be a Man.* By W. H. VENABLE, LL.D. Lee & Shepard. pp. 274.

"The wish to be of some service—even the slightest—to the vital cause of popular education:" this the author of the collection of essays with the above title states in his preface was the incentive to his work. The several essays treat of many topics connected with the teacher, the art of teaching, and the proper aim of popular education. Not the least suggestive of the wise and graceful thoughts, which flow from Dr. Venable's pen like a rill of Pieria, are addressed to the teacher. "The making of a child into a complete MAN is a process requiring time, skill, science, and wisdom." The plea of Rousseau for the youth undergoing his training: "Let him first be a man," echoes through this charming volume. "The whole object of the teacher should

be to train the *man*; not the artisan, the merchant, the professor. To train the whole man—not the hand alone, the head alone, the heart alone.” Taking this high ground, the author deals with the larger details of the teaching art in a manner never falling short of eloquence and at times rising to the plane of inspiration. The educational problems of the day will approach solution when the teachers, upon whom, to a greater degree than they themselves realize, rests the burden of the solution, are inspired with the unselfish love of humanity evinced in the pages of this book. The more technical essays included under the general title, “Studies in the History of Education,” form a convenient summary of the ancient ideals. “Unclassified Trifles” seem to be occasional thoughts of the author expressed in prose and dainty verse. These “trifles,” which are far from trifling, give the reader a glimpse into a mind dwelling on things of deep import. “Some people,” says our author, in epigrammatic vein, “practice their virtues so viciously that it is a pity they have virtues to abuse.” “Books are called the tools of teachers. Teachers may become the tools of books.” The volume closes with a tribute to William Downs Henkle, once prominent in educational affairs in Ohio. *De mortuis nil nisi bonum*; yet one who has read thus far with increasing enthusiasm must wish that this address had been omitted from the collection. A friend’s estimate of his friend is of doubtful value or interest to the general reader.

Books upon education are abundant, most of them of the Dry-as-dust pattern. The teacher is more than the method and popular education really educates just in proportion as common school teachers are influenced in their work by unselfish motives. To get their pupils “through” examinations, escape censure, and receive their pay, are not sufficient incentives to true teaching. Dr. Venable’s words should fall like coals of fire upon the heads of hireling teachers; school committeemen and parents should ponder them. The material return to the teacher for the expenditure of his very life blood must in the nature of things be small in comparison with the prizes of other walks of life. He must consecrate himself to the work—a work not less difficult than any other and as holy as any. Ultimately the teachers must thus be chosen; for “business principles” cannot reach the subtle realm of influence, in which dwells *all* of the teacher’s efficiency. Dr. Venable sounds the note which must find its corresponding chord in every thoughtful heart. When the ideal he portrays shall be realized, then, and not till then, will there be a profession of teaching.

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